Modelling Generative AI Acceptance, Perceived Teachers' Enthusiasm and Self■Efficacy to English as a Foreign Language Learners' Well■Being in the Digital Era

Abstract

As artificial intelligence (AI) has been integrated into foreign language (FL) education, learners' well■being is influenced by various factors, including technological, personal and contextual elements. However, few studies explored how external and internal factors jointly shape FL learners' well■being in the era of generative AI. To fill this gap, this study explores the effects of generative AI acceptance, perceived teachers' enthusiasm and self■efficacy on FL learners' well■being by investigating 613 university learners of English as a foreign language (EFL). The structural equation modelling results reveal that (1) generative AI acceptance positively predicts EFL learners' well■being and self■efficacy; (2) perceived teachers' enthusiasm does not predict learners' well■being and positively predicts EFL learners' self■efficacy; and (3) the self■efficacy for receptive skills mediates the relationship between generative AI acceptance/perceived teachers' enthusiasm and EFL learners' well■being, whereas self■efficacy for productive skills does not play the mediation role. This research broadens the understanding of the antecedents of EFL learners' well■being and extends the application of self■efficacy theory in the AI■driven educational environment, providing significant pedagogical implications.